

Teaching Observation Rubric

Student Teacher:

Date:

Time:

Level:

	Performance Quality	Dress Rehearsal Quality	Audition Quality	Practice Quality
Contextualization	Connects to social issues and/or content from other disciplines	Explores patterns, relationships, and meaning in Spanish language/culture	Common topic links activities	No context
Critical Thinking	Evaluate & create connected chunks of language	Analyze & apply grammar to produce sentences	Understand & produce phrases	Recognize & remember words
Communication	Negotiation of meaning	Contextualized self-expression	Drill-like or mechanical exchange	No information exchanged
Culture	Explore relationships among 3 Ps of culture	Purposeful inclusion/explanation	Spontaneous references	None
Authentic Materials	Accurate & authentic	Accurate, but <u>not</u> authentic	Reflect stereotypes	Reflect U.S. culture
Prior Knowledge & Experience	Purposefully activated in Spanish through cultural and social contexts	Purposefully activated	Assumed or spontaneous connections	Not activated
TL Use	Spanish with strategic English	Spanish with English when stuck	English with Spanish examples	English
Pace	Improves understanding	Comprehensible	Too fast or slow	Incomprehensible
Comprehensible Input	Teacher adjusts strategies depending on student response	Many strategies (circling, gestures, props/visuals, scaffolding, voice)	Relies on SAME strategy during the activity	Questions AFTER
Instructions	One step at a time, waits for compliance, reinforced in writing	Step-by-step	All the steps at once	No instructions
Modeling & Examples	Examples, model clarifies instructions	Examples show patterns, model provided	Inadequate # examples, no model	No examples or model
Check for Understanding	Variety of strategies used pre-, during, post-	Students demonstrate	Asks if students understand	Does not check
Student Engagement	Students do most; 90% simultaneous engagement	Students do much; 75% simultaneous engagement	Teacher does most; 50% simultaneous engagement	Teacher does all; 25% simultaneous engagement
Interaction (Movement, talk, & tech)	Well-structured, contributes to language learning	Contributes to language learning	Permitted, but unplanned	Seated and quiet, no tech

Teaching Observation Rubric

Student Teacher:
Date:
Time:
Level:

CLASSROOM MGT				
Routines & Procedures	Consistent routines & procedures	Inconsistent routines & procedures	Focused on teacher control	No routines & procedures
Signals for Attention	Clear, consistent, reinforce language learning	Clear, reinforce language learning	Inefficient (shouting over students)	No signals for attention
Grouping Procedures	Reinforces language learning	Efficient plan, doesn't reinforce language learning	Inefficient plan creates problems	No plan for grouping students
Transitions	Transition activities link previous activities to subsequent ones	Transition activities reinforce language learning	Students have something to do when finished/between activities	No plan for transitions
Consequences	Appropriate, firm, fair, consistent	Appropriate, but inconsistent	Unfair or unenforced	No consequences for misbehavior
Monitoring & Adjusting	Continuous = even minor disruptions addressed	Frequent = only major disruptions addressed	Irregular = even some major disruptions missed	No monitoring or adjusting
Assessment	<u>Frequent</u> formative, summative & closure	<u>Regular</u> formative	<u>Occasional</u> formative	Only summative = little adjustment to meet individual needs
Student Accountability & Feedback	<u>Continuous</u> consolidation of learning + accountability and feedback	<u>Periodic</u> accountability AND feedback	Irregular accountability OR feedback	No accountability or feedback

Major Activities in This Lesson:

Questions/Next Steps:

Goals:

The teacher will . . .

- 1)
- 2)
- 3)